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AUTHOR Basile, Joseph C., II; Layman, Richard W.
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ABSTRACT

This document consists of assorted supplementary materials for a conference session on the topic of "Improving Education in America through Staff Development and Learning Technology." It contains (1) a preface; (2) a list of assumptions central to West Virginia's educational reform model; (3) a statement of the session's basic purpose, and of related objectives; (4) the session agenda; (5) a rough chronology of recent educational reform in West Virginia; (6) a worksheet used to plan learning objectives; (7) the current "Master Plan for Public Education in West Virginia" and associated State Board of Education policies; (8) a survey used to verify program implementation; (9) the results of a similar survey taken in 1983-84; (10) several schemata for articulating, aligning, and implementing learning objectives, with illustrations of their use; (11) a session "feedback" form; and (12) a materials request form. (MCG)

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QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

Prepared By:

Joseph C. Basile, II
Director
Educational Program Development

Richard W. Layman
Unit Coordinator
General Education

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Staff Development and Learning Technology"

National Council of States on Inservice Education
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WEST VIRGINIA DEPARTMENT OF EDUCATION

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

PREFACE

Currently educational personnel are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching and learning necessitates that the generalities and platitudes of the past be replaced by precision and excellence. This means that mere talk of progress be replaced with specific change and accomplishment. Therefore, educational programs and areas of study, must be designed, developed, verified, implemented, monitored, evaluated and reconceptualized so that quality and excellence are assured for the users, learners and teachers. Thus, programs and areas of study must be scoped, sequenced, articulated and aligned throughout the early childhood, middle childhood and adolescent education years. Consequently, the programs and areas of study philosophies, learning outcomes, learning objectives, teacher implementation strategies, media/resources and evaluations must be aligned.

Although not the purpose of this session, the preceding provides substantial food for thought in terms of the demands generated regarding inservice education. Thus, the instructional behaviors, programs and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized and planned with instructional materials and media to meet the needs and interests of participants. The major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning -- quality and excellence in education attained.

Joseph C. Basile, II
Richard W. Layman

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

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QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

ASSUMPTIONS

A_1 High quality educational program development is a cooperative and collaborative venture involving educational personnel at all levels, local education agencies, institutions of higher education and state education agencies.

A_2 High quality educational program development is goal oriented.

A_3 High quality educational program development is governed by principles that provide: 1) learner oriented programs, 2) program definition, 3) program delivery and 4) program assurance.

A_4 High quality educational programs describe the required: 1) administrative and instructional practices, 2) personnel and facilities needs, 3) instructional materials, supplies and equipment, 4) evaluation practices, 5) program and school improvement practices and 6) management information systems.

A_5 High quality educational programs establish and justify the need for comprehensive, ongoing and high quality inservice education programs for educational personnel at all levels.

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

PURPOSE

The purpose of this session is to provide participants with information, materials and sample instruments regarding the roles of local education agencies, institutions of higher education and state education agencies in the development, verification and evolving implementation of statewide curricula in various programs of study e.g., art, mathematics, science and reading.

OBJECTIVES

Provide session participants:

1.0 historical and journalistic perspectives regarding the development and implications of learning outcomes.

2.0 information, definitions and sample involvement activities regarding learning outcomes and implications.

3.0 information regarding the verification of learning outcomes.

4.0 opportunity to interact with session presenter.

5.0 opportunity to receive additional material through post session mailing.

6.0 opportunity to provide session presenter with specific feedback.

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

AGENDA

I. Session Overview . . . . . Session Presenter (5 Minutes)
- Introductions
- Assumptions
- Objectives
- Session Highlights

II. Information Presentation . . . . . Session Presenter (30 Minutes)
- Educational Chronology
- Learning Outcomes Development
- Master Plan/State Board Policy
- Learning Outcomes Verification
- Learning Outcomes Articulation and Alignment
- Learning Outcomes Implementation
- Inservice Education

III. Interaction and Reaction . . . . . Session Participants, Session Presenter (15 Minutes)

IV. Session Summary . . . . . Session Presenter, Session Participants (10 Minutes)
- Feedback
- Mailing Form

V. Adjourn

"SEE YOU IN DENVER IN 1985!"

AN EDUCATIONAL CHRONOLOGY

THE BEGINNING

- Pre-1975:
  - CEP - Comprehensive Educational Program
  - Educational Goals for West Virginia
- 1975:
  - Reading Achievement Task Force
  - Essential Competencies and Learning Outcomes
  - Statewide Competency-Based Staff Development (Reading)
  - Mathematics Task Force

CLASSIC QUESTIONS

"What Is A Middle School?"

"What Is An Educational Program?"

- Late 1970's:
  - Programmatic Definitions
    - Early Childhood Education
    - Middle Childhood Education
    - Adolescent Education
  - Scoped, Sequenced, Articulated and Aligned Curriculum
  - CRT - Reading Test

- The 80's:
  - Social Studies Task Force
  - Graduation Requirements
  - Learning Outcomes and Learning Objectives
  - The Master Plan For Public Education
  - State Board Policies
    - 2100 - Educational Goals
    - 2320/2321 - County Accreditation
    - 2422.01 - Learning Outcomes
    - 2510 - Regulations: High Quality Standards
    - 2520/2530 - Approved Programs of Study

SIX COLUMN CURRICULUM FORMAT

Concepts	Learning Outcomes	Sample Learning Objectives	Teaching Strategies	Media/Resources	Evaluation Techniques

1. Educational program* - An educational program is a structure for defining, delivering, and assuring a thorough and efficient system of education. This structure is applicable to the state, county, and school levels. It is comprised of the following characteristics:

   1.0 Program Definition

   A. Rationale

   B. Program of study or description of the support program

   C. Learning outcomes

   D. Extracurricular activities

   2.0 Program Delivery

   A. Administrative practices

   B. Instructional practices

   C. Personnel

   D. Facilities

   E. Instructional materials, supplies, and equipment

   3.0 Program Assurance

   A. Student evaluation

   B. Program improvement

   C. School improvement

   D. Management information system

2. Early Childhood Education - Early childhood education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged three through ten, across all programs and areas of study in grades PreK-4.

*(Policy 2510)

3. Middle Childhood Education - Middle childhood education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged 10 through 14 across all programs in areas of study in grades 5-8.

4. Adolescent Education - Adolescent education is the educational program that addresses the intellectual, physical, and social/emotional needs of learners aged 14 through 19 or 23 for special education across all programs and areas of study in grades 9-12.

5. Adult Education - Adult education is the educational program that addresses the intellectual, physical, social/emotional and occupational needs of persons 16 years old and older who presently are not enrolled in a public school.

6. Program of Study - A program of study is a curricular sequence within levels K-12 which constitutes the subject matter to be offered in the public schools of West Virginia. For example, reading, mathematics, social studies, industrial arts, business education.

7. Area of Study - An area of study is a logical subdivision of the subject matter contained within a program of study. For example, geometry, American government, welding, French, physics.

8. Learning Outcomes - A learning outcome is a measurable description of the knowledge, skills, and/or attitudes a teacher expects the student to acquire as a result of instruction within an area of study. For example, the student will apply context clues to derive the meaning of a word or phrase used in a sentence (reading), the student will solve equations involving rational expressions (algebra).

9. Offerings - An offering is an area of study which must be available to all students. It may be taught independently or in conjunction with another offering(s) unless otherwise specified. For example, it is possible to provide two offerings in the same class, i.e., Studio Art I and II, as long as teacher load and classroom ratios are maintained.

10. Required Offerings - Required offerings are those areas of study which must be available and all students must complete.

EARLY CHILDHOOD EDUCATION (Grades PreK-4) - Early childhood education is the beginning of education in West Virginia public schools. The prekindergarten and kindergarten stages provide developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child and begin the process of basic skills mastery. The educational program in grades 1-4 reinforces the developmental activities and

continues to enhance the mastery of the skills of reading, the basic communication skills of listening, speaking and writing; mathematics; social studies; physical and motor development; health/safety education; science education; and creative arts education.

MIDDLE CHILDHOOD EDUCATION (Grades 5-8) - Middle childhood education builds upon the results of early childhood education and provides educational opportunities to help students extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and career education. In addition, enrichment studies are provided for a broad range of potential growth options. Middle childhood education serves learners during the 10-14 years age range. In this age range, students have rapid changes in physical growth and social and intellectual development, maintain or establish new values, attitudes and beliefs which influence their decisions to remain or drop out of school. The middle childhood education program emphasizes extension of basic skills, broadening of academic skills to assist students in making the transition from childhood dependence to adult independence, and opportunities for exploration.

ADOLESCENT EDUCATION (Grades 9-12) - Adolescent education provides learners, within the age range of 14-19, the social/emotional, physical and intellectual capacities for successful entry into adulthood. The adolescent educational program provides a variety of general learning, special interest areas, and career preparation experiences so the adolescent student will have opportunities to select offerings leading directly and indirectly to a future career. This educational progam, along with extracurricular activities, provides adolescents the opportunity to make a smooth transition from the middle childhood years to productive, responsible adulthood.

ADULT EDUCATION - Adult education is designed to meet the social, economical, recreational, cultural, educational and employment training and retraining needs of adults in the community or area served by public schools. These programs are offered by county boards of education or regional education services agencies. The length of the program of study may be from a few hours to one year. The programs of study may include (1) adult basic education, (2) vocational and technical education (supplemental and preparatory), (3) community education, (4) consumer and homemaking, and (5) training for new and expanding industry jobs.

OVERVIEW

Policy 2100 - EDUCATIONAL GOALS FOR WEST VIRGINIA

"West Virginia Board of Education believes that many county boards of education and individual schools presently provide quality programs which are as good as the available resources allow. However, to provide a high quality educational system, improvements will have to be made statewide. Such improvements are to be governed by the following principles."

Principle 1 - Establishing Learner Oriented Programs

Educational programs should be planned to correspond to the developmental stages of the student's life . . . .

Principle 2 - Program Definition

The guiding principle for learning in West Virginia public schools is that each student will have the opportunity to achieve mastery of the state and county board approved programs of study and specified learning outcomes at the state level . . . .

Principle 3 - Program Delivery

The implementation of high quality standards required to deliver high quality curricula and services to students is directly related to administrative and instructional practices, personnel, materials, supplies/equipment, and facilities . . . .

Principle 4 - Program Assurances

. . . The West Virginia Board of Education . . . will develop and approve policies in . . . Student Evaluation . . . Staff Evaluation . . . School Effectiveness. . . .

Policy 2422.01 - ASSURING THE QUALITY OF LEARNING IN WEST VIRGINIA PUBLIC SCHOOLS: LEARNING OUTCOMES

"In accordance with the Educational Goals for West Virginia (Policy 2100), this policy specifies the criteria and procedures to be used in verifying, adopting and implementing the learning outcomes for each approved program of study and related areas of study. Through this policy, the West Virginia Board of Education will establish a high quality curriculum that must be available to all students in West Virginia Public Schools."

Policy 2510 - REGULATIONS FOR GENERAL, VOCATIONAL AND SPECIAL PROGRAMS

"The regulations provide that all educational programs and services required by a thorough and efficient system of education are available to all students. The regulations identify and describe the following elements of a thorough and efficient system of education:

1. high quality educational programs and services;

2. required administrative and instructional practices, personnel, facilities and instructional materials, supplies and equipment; and

3. accountability measures needed to assure the public that a thorough and efficient system of education is being provided students enrolled in the public schools of West Virginia."

Policy 2320 - STANDARDS FOR EDUCATIONAL QUALITY

Educational standards established in twelve areas: curriculum, educational personnel development, facilities and equipment, finance, food services, instruction, organization and administration, personnel management, planning and evaluation, school and community relations, students, and transportation. Using the accreditation process, described in this policy, the county will determine its compliance with these minimum standards.

Policy 2321 - INDICATORS OF ATTAINMENT FOR STANDARDS FOR EDUCATIONAL QUALITY

Policy 2320 - Standards for Educational Quality adopted by the West Virginia Board of Education provides that standards are measured by indicators of attainment approved by the State Board. Indicators of attainment are based on law or the policies of the West Virginia Board of Education. As law or policies change, the indicators will be updated to reflect such changes.

Policies 2520 and 2530 - APPROVED PROGRAMS OF STUDY AND LEARNING OUTCOMES

Policies 2520 and 2530 establish approved programs of study and learning outcomes that define what shall be offered to students in a high quality educational program, form the basis for all required programs of study and related areas of study implemented at the local level and form the basis of the implementation of the Master Plan For Public Education.

PAS_____ PROGRAM/AREA OF STUDY LEARNING OUTCOMES SURVEY VFN_____

PROGRAM/AREA TITLE_____ EDUCATIONAL LEVEL/GRADE_____

Directions: Read each learning outcome. Determine if these are curriculum expectations for a high quality program/area of study by: (1) identifying its level of importance (column A), (2) identifying its level of use within the past two years (column B), and (3) identifying constraints if it is sometimes or never taught (column C). If appropriate, please use the comment sheet for clarifying responses in column C.

A. Level of Importance
1. No Importance
2. Low Importance
3. Moderate Importance
4. Great Importance

B. Level of Use
1. I Never Teach This
2. I Sometimes Teach This
3. I Frequently Teach This
4. I Always Teach This

C. Reasons for not Teaching
1. Lack of Facilities
2. Lack of Instructional Equipment
3. Lack of Instructional Materials and Supplies
4. Need Additional Training in This Area
5. Other, Please Explain on Attached Comment Sheet

(A) Level of Importance				PROGRAM/AREA OF STUDY	(B) Level of Use				(C) If you sometimes or never teach this, why?				
1	2	3	4	LEARNING OUTCOMES	1	2	3	4	1	2	3	4	5

PAS _____ VFN _____

PROGRAM/AREA OF STUDY
LEARNING OUTCOME SURVEY
1984-1985

A. Place an X beside the name of the county in which you are employed.

____04 Berkeley	____45 Logan	____64 Ohio	____83 Taylor
____16 Clay	____48 Marshall	____69 Pocahontas	____85 Tyler
____26 Greenbrier	____49 Mason	____74 Raleigh	____94 Wirt
____31 Hardy	____53 Mineral	____75 Randolph	____98 Wyoming

B. Place an X beside your present teaching program(s) of study.

____1-Driver Education	____4-Health and Safety	____7-Social Studies
____2-English-Language Arts	____5-Mathematics	
____3-Foreign Language	____6-Music	

C. Place an X beside all grades you are presently teaching.

____00 (kindergarten)	____04	____08	____12
____01	____05	____09	
____02	____06	____10	
____03	____07	____11	

D. Place an X beside your years of experience (to date).

____01 year	____06 years	____11 years	____16 years
____02 years	____07 years	____12 years	____17 (more than 16 years)
____03 years	____08 years	____13 years	
____04 years	____09 years	____14 years	
____05 years	____10 years	____15 years	

E. Place an X beside the highest educational degree you hold.

____1-Bach. ____2-Bach. + ____3-Masters ____4-Masters + ____5-Ph.D.

F. Using the Code Sheet for Certification, choose the code(s) for the certification(s) you presently hold. Write the appropriate code(s) for each area of certification(s) you hold on the line(s) below.

____ ____ ____ ____ ____ ____ ____ ____

G. Place an X beside your gender.

____1-Male ____2-Female

Q1/V1

PAS_____

PROGRAM/AREA OF STUDY
LEARNING OUTCOMES SURVEY

VFN_____

(A) Level of Importance				PROGRAM/AREA OF STUDY	(B) Level of Use				(C) If you sometimes or never teach this, why?				
1	2	3	4	LEARNING OUTCOMES	1	2	3	4	1	2	3	4	5

PAS_____

PROGRAM/AREA OF STUDY
LEARNING OUTCOMES SURVEY

VFN_____

COMMENTS

Learning Outcome	Comments

E3/BT2

LEARNING OUTCOMES VERIFICATION

1983 - 84

FEEDBACK INFORMATION

- Schedule of Events
- Learning Outcomes Verified 1984
- Decision Rules: Learning Outcomes Verification
- Learning Outcomes Verification:
  Verification Form Summary
  Art, Mathematics, Science, Reading
- Learning Outcomes Verification: Summary
- Feedback Form
- Materials and Resource Production Follow-up

Prepared By:

Office of Educational Program Development

WEST VIRGINIA DEPARTMENT OF EDUCATION

LEARNING OUTCOMES VERIFICATION

SCHEDULE OF EVENTS

	Meeting/Event	Date	Action/Result
1.	Board of Education	3/10/83	Orientation.
2.	Pilot Counties (8)	8/3/83	Planning
3.	Pilot Counties (8)	8/10/83	Planning
4.	Pilot Counties (8)	10/83	Finalized Process
5.	Verification (8-Pilot Counties)	11-12/83	Implemented • Centralized Model • Decentralized Model
6.	Policy 2422.01	1/13/84	Approved by Board
7.	Verification	1/84	Completed • 745 Teachers • 1,464 Forms
8.	Additional Verification	1-2/84	Expand Cell Size
9.	State Level Learning Outcomes Advisory Council	3/15/84	Orientation/Planning
10.	Select Committee	3/27-28/84	Comment Analysis
11.	State Level Learning Outcomes Advisory Council	4/4-5/84	• Work • Data Analysis
12.	Learning Outcomes and Preliminary Report to State Board	5/10/84	Information Item 60 Day Comment
13.	Pilot Counties	5/84	Follow-up Report I
14.	State Level Learning Outcomes Advisory Council	5-6/84	• Work • Data Analysis
15.	Pilot Counties	6/84	Follow-up Report II
16.	State Level Learning Outcomes Advisory Council	6/84	• Work • Final Report
17.	Pilot Counties	7/84	Follow-up Report III
18.	Board of Education	7/84	Approval Learning Outcomes SLLOAC Report

LEARNING OUTCOMES VERIFIED 1984

1. PROGRAMS OF STUDY

General Education	Vocational Education
A. Art	A. Business
B. Mathematics	B. Consumer and Homemaking
C. Science	C. Health Occupations
D. Reading	D. Industrial and Technical Education
	E. Marketing and Distributive Education
	F. Occupational Home Economics
	G. Vocational Agriculture

2. PERSONNEL COMPLETING VERIFICATION FORMS

A. Certified, experienced and practicing teachers
B. Representatives of business and industry (special form)

3. VERIFICATION INVOLVEMENT

General Education		Vocational Education	
A. Counties	8	A. Counties	55
B. Schools	155	B. Multi-county Centers	7
C. Teachers	745	C. Teachers	450
D. Number of Verification Forms	1,464	D. Representatives Business & Industry	436
E. Number of Comments	1,515	E. Number of Verification Forms	886
		F. Number of Comments	769

4. EVALUATION AND ASSESSMENT DATA CHARACTERISTICS

General Education

A. Level of Importance (4 point scale)
B. Level of Use (4 point scale)
C. Reasons For Not Teaching (5 indicators)

1. Lack of Facilities
2. Lack of Instructional Equipment
3. Lack of Instructional Materials and Supplies
4. Need Additional Training in This Area
5. Others, please explain on attached comment sheet

D. Programs of Study	Average Level of Importance	Average Level of Use
1. Art	3.44	3.13
2. Mathematics	3.68	3.58
3. Reading	3.80	3.67
4. Science	3.60	3.41

Vocational Education

A. Level of Importance (4 point scale)
B. Level of Use (4 point scale)
C. Reasoning For Not Teaching (10 indicators)

1. Outdated
2. Too Sophisticated/ Difficult
3. Too Dangerous
4. Lack of Facilities
5. Lack of Equipment
6. Teacher Needs Training in This Area
7. Does Not Demand Formal Instruction (Too simple)
8. Lack of Time to Cover Skill in Secondary Programs
9. Can Best Be Learned On-the-job
10. Other, Explain on Comment Sheet

D.

Programs of Study	Average Level of Importance	Average Level of Use	Average Level of Importance (Business)
1. Business	3.7	3.4	3.6
2. Consumer and Homemaking	3.5	3.3	3.4
3. Health Occupations	3.8	3.8	3.6
4. Industrial and Technical Education	3.5	3.3	3.4
5. Marketing and Distributive Education	3.7	3.4	3.5
6. Occupational Home Economics	3.8	3.5	3.7
7. Vocational Agriculture	3.5	3.1	3.5

5. VERIFICATION DATA DECISION RULES (15)

A. Decision Rules 1-7 Accept
B. Decision Rules 8-11 Expert Opinion: Accept or Reject
C. Decision Rules 12-15 Reject

LEARNING OUTCOMES VERIFICATION: LEARNING OUTCOMES TO BE VERIFIED 1983-1984

Art

Learning Outcomes for Art: Early Childhood Education, Middle Childhood Education, Adolescent Education

Mathematics

Learning Outcomes for Mathematics: Early Childhood Education, K-4

Learning Outcomes for Mathematics: Middle Childhood Education, 5-8

Learning Outcomes for Mathematics: Adolescent Education, General 1 and 2

Learning Outcomes for Mathematics: Adolescent Education, Geometry

Learning Outcomes for Mathematics: Adolescent Education, Consumer

Learning Outcomes for Mathematics: Adolescent Education, Business

Learning Outcomes for Mathematics: Adolescent Education, Trigonometry

Learning Outcomes for Mathematics: Adolescent Education, Algebra 1 and 2

Learning Outcomes for Mathematics: Adolescent Education, Pre Calculus

Learning Outcomes for Mathematics: Adolescent Education, Vocational

Learning Outcomes for Mathematics: Adolescent Education, Computer

Reading

Learning Outcomes for Reading: Early Childhood Education, Middle Childhood Education, Adolescent Education

Science

Learning Outcomes for Science: Early Childhood Education

Learning Outcomes for Science: Middle Childhood Education; Fifth Level, Sixth Level, Life Science, Earth Science

Learning Outcomes for Science: Adolescent Education; General/Physical Science, Biology, Chemistry, Physics

B1/P1

DECISION RULES: LEARNING OUTCOMES
LEARNING OUTCOMES VERIFICATION PROCESS

PURPOSE: The purpose for establishing decision rules related to the final verification phase of the "Learning Outcomes Verification Process" is to provide continuity, consistency and inter-rater reliability to the final recommendation phase.

A. LEVEL OF IMPORTANCE AND LEVEL OF USE

I. ACCEPT

1. Learning Outcomes rated *4 on Level of Importance and 4 Level of Use
2. Learning Outcomes rated 4 on Level of Importance and 3 Level of Use
3. Learning Outcomes rated 4 on Level of Importance and 2 Level of Use
4. Learning Outcomes rated 4 on Level of Importance and 1 Level of Use
5. Learning Outcomes rated 3 on Level of Importance and 4 Level of Use
6. Learning Outcomes rated 3 on Level of Importance and 3 Level of Use
7. Learning Outcomes rated 3 on Level of Importance and 2 Level of Use
8. Learning Outcomes rated 3 on Level of Importance and 1 Level of Use (Expert Opinion)
9. Learning Outcomes rated 2 on Level of Importance and 4 Level of Use (Expert Opinion)
10. Learning Outcomes rated 2 on Level of Importance and 3 Level of Use (Expert Opinion)
11. Learning Outcomes rated 2 on Level of Importance and 2 Level of Use (Expert Opinion)

II. REJECT

1. Learning Outcomes rated 1 on Level of Importance and 4 Level of Use
2. Learning Outcomes rated 1 on Level of Importance and 3 Level of Use
3. Learning Outcomes rated 1 on Level of Importance and 2 Level of Use
4. Learning Outcomes rated 1 on Level of Importance and 1 Level of Use

B. REASONS FOR NOT TEACHING

All data, reasons for not teaching, related to a learning outcome will be reviewed and acceptance or rejection will be based upon expert opinion including a review of the data related to acceptance and reject decision rule data (A-I/A-II)

* Substitute descriptor and mean for numbers.

LEARNING OUTCOMES VERIFICATION

VERIFICATION FORM SUMMARY

- ART
- MATHEMATICS
- SCIENCE
- READING

COUNTY LEARNING OUTCOME VERIFICATIONS

PROGRAM/AREA OF STUDY Art

COUNTIES / PROGRAM	GRANT	KANAWHA	LOGAN	OHIO	POCAHONTAS	RALEIGH	TAYLOR	TYLER	TOTAL
LEVEL K	3	2	2	3	5	7	4	2	28
LEVEL 1	2	2	1	3	2	8	3	2	23
LEVEL 2	2	1	1	3	2	9	3	2	23
LEVEL 3	2	1	1	3	2	5	3	2	19
LEVEL 4	2	1	2	3	2	5	2	2	19
LEVEL 5	2	1	1	3	2	13	3	2	27
LEVEL 6	1	1	2	3	2	16	2	3	30
LEVEL 7	2	1	1	3	2	2	2	3	16
LEVEL 8	2	1	2	3	2	2	1	3	16
LEVEL 9 - 12	2	5	1	4	1	3	2	1	19
TOTAL	20	16	14	31	22	70	25	22	220

RL:jm
B13/JRT1

COUNTY LEARNING OUTCOME VERIFICATIONS

PROGRAM/AREA OF STUDY Math

COUNTIES / PROGRAM	GRANT	KANAWHA	LOGAN	OHIO	POCAHONTAS	RALEIGH	TAYLOR	TYLER	TOTAL
LEVEL K	2	1	1	11	7	7	2	2	33
LEVEL 1	1	1	2	25	5	2	1	7	44
LEVEL 2	2	1	3	21	5	2	1	7	42
LEVEL 3	2	1	1	19	6	1	1	7	38
LEVEL 4	2	2	1	16	3	1	3	5	33
LEVEL 5	1	1	1	15	3	3	1	5	30
LEVEL 6	3	1	3	16	1	3	2	6	35
LEVEL 7	2	1	2	8	2	6	1	4	26
LEVEL 8	3	2	2	7	2	4	1	4	25
GEN I	3	1	1	4	1	4	2	2	18
GEN II	2	1	1	1	0	5	2	2	14
ALGEBRA I	3	1	4	10	2	5	3	3	31
ALGEBRA II	2	1	2	1	1	6	3	2	18
GEOMETRY	1	1	1	6	1	7	2	2	21
CONSUMER	2	1	0	3	0	5	1	2	21
BUSINESS	1	1	2	0	0	0	2	0	6
VOCATIONAL	0	1	1	2	0	0	0	0	4

COUNTY LEARNING OUTCOME VERIFICATIONS

PROGRAM/AREA OF STUDY Math

COUNTIES / PROGRAM	GRANT	KANAWHA	LOGAN	OHIO	POCAHONTAS	RALEIGH	TAYLOR	TYLER	TOTAL
TRIGONOMETRY	1	1	2	2	1	3	2	2	14
PRE CAL	1	1	1	1	0	1	2	2	9
COMPUTER	2	1	0	3	0	1	0	2	9
TOTAL	36	22	31	171	40	66	32	66	464

25

RL:jm
B16/JBT1

COUNTY LEARNING OUTCOME VERIFICATIONS

PROGRAM/AREA OF STUDY Science

COUNTIES / PROGRAM	GRANT	KANAWHA	LOGAN	OHIO	POCAHONTAS	RALEIGH	TAYLOR	TYLER	TOTAL
LEVEL K	2	2	1	10	7	6	2	2	32
LEVEL 1	2	2	1	14	5	2	1	7	34
LEVEL 2	1	2	1	16	5	2	2	7	36
LEVEL 3	1	1	1	16	5	1	2	7	34
LEVEL 4	2	2	1	14	3	4	2	5	33
LEVEL 5	4	4	1	11	3	6	1	5	35
LEVEL 6	2	2	1	14	3	5	3	6	36
LIFE 7 or 8	1	1	4	10	3	6	2	4	31
EARTH 7 or 8	2	2	3	9	3	7	2	3	31
GEN/PHY 9 - 12	3	3	3	10	1	4	1	2	27
GEN BIOL. 9 - 12	2	2	3	6	1	8	3	2	27
CHEMISTRY	1	1	3	2	0	5	1	2	15
PHYSICS	1	1	2	2	0	3	1	2	12
TOTAL	24	25	25	134	39	59	23	54	383

RL:jm
B12/JBT1

COUNTY LEARNING OUTCOME VERIFICATIONS

PROGRAM/AREA OF STUDY Reading

PROGRAM / COUNTIES	GRANT	KANAWHA	LOGAN	OHIO	POCAHONTAS	RALEIGH	TAYLOR	TYLER	TOTAL
LEVEL K	3	1	2	12	7	2	3	3	33
LEVEL 1	3	1	3	24	5	3	7	6	52
LEVEL 2	2	1	1	21	5	3	7	6	46
LEVEL 3	2	2	1	18	6	2	8	8	47
LEVEL 4	2	1	1	17	3	3	7	5	39
LEVEL 5	1	2	3	16	3	1	9	5	40
LEVEL 6	1	1	1	19	2	6	7	6	43
LEVEL 7	1	2	2	11	2	6	2	3	29
LEVEL 8	1	2	3	7	2	2	2	5	24
LEVEL 9 - 12	8	4	5	4	3	10	1	8	43
TOTAL	24	17	22	149	38	38	53	56	397

RL:jm
B14/JBT1

LEARNING OUTCOMES VERIFICATION

READING, SCIENCE, MATHEMATICS, ART

SUMMARY

- Program of Study Levels Means
  - Average Level of Importance
  - Average Level of Use

- Indicators
  - No Facilities
  - No Equipment
  - No Materials
  - No Training
  - Comments Attached

Reading

LEVEL AERA	AVG IMP	AVG USE	NO FAC	NO EQUIP	NO MAT	NO TRAI	COMM ATT
K	3.81	3.75	0	0	0	0	1
1	3.87	3.80	1	0	1	1	5
2	3.86	3.83	1	0	0	0	3
3	3.88	3.84	1	0	0	0	0
4	3.87	3.76	0	1	1	1	12
5	3.78	3.64	1	0	1	0	7
6	3.80	3.67	1	1	2	2	8
7	3.70	3.51	0	0	0	3	17
8	3.74	3.47	0	0	3	3	13
9							
10	3.63	3.32	3	2	4	8	41
11							
12							
Total	3.80	3.67	8	4	12	18	107

Science

LEVEL AERA	AVG IMP	AVG USE	NO FAC	NO EQUIP	NO MAT	NO TRAI	COMM ATT
K	3.90	3.81	0	0	2	0	7
1	3.54	3.26	0	2	18	0	10
2	3.51	3.21	1	6	5	5	16
3	3.53	3.17	1	11	10	1	8
4	3.62	3.47	2	1	12	6	3
5	3.42	3.15	15	25	30	8	6
6	3.52	3.27	25	38	32	12	10
7	3.71	3.56	11	6	14	2	8
8	3.69	3.52	8	8	10	6	21
9	3.54	3.38	11	13	22	14	31
10	3.50	3.37	3	4	3	4	30
11	3.84	3.70	1	0	0	0	4
12	3.64	3.57	1	5	4	1	13
Total	3.60	3.41	79	119	162	59	162

Mathematics

LEVEL AERA	AVG IMP	AVG USE	NO FAC	NO EQUIP	NO MAT	NO TRAI	COMM ATT
K	3.91	3.88	0	0	0	0	1
1	3.70	3.65	0	0	2	0	8
2	3.69	3.65	2	0	12	0	15
3	3.76	3.63	0	0	1	0	11
4	3.63	3.54	1	4	8	1	82
5	3.69	3.66	0	3	7	1	20
6	3.65	3.67	0	9	10	0	15
7	3.65	3.69	0	2	3	0	24
8	3.75	3.64	0	0	0	3	30
9 General 1	3.45	3.21	3	3	16	0	50
10 General 2	3.36	3.03	3	2	11	2	71
11 Geometry	3.73	3.72	0	2	1	0	35
12 Consumer	3.77	3.60	0	2	14	0	8
13 Business Math	3.63	2.84	0	0	14	3	55
14 Trigonometry	3.83	3.83	0	0	0	0	12
15 Algebra I	3.85	3.75	0	0	0	0	62
16 Algebra II	3.66	3.50	0	2	0	1	53
17 Pre-Calculus	3.70	3.32	0	0	1	0	57
18 Vocational Math	3.65	3.40	2	2	1	1	19
19 Computer Math	3.55	3.41	0	0	8	6	23
Total	3.68	3.58	11	31	109	18	651

Art

LEVEL AERA	AVG IMP	AVG USE	NO FAC	NO EQUIP	NO MAT	NO TRAI	COMM ATT
K	3.37	3.28	2	0	1	7	17
1	3.46	3.35	6	5	14	16	12
2	3.47	3.05	0	1	0	13	28
3	3.59	3.18	1	2	0	10	14
4	3.43	3.08	10	9	17	34	1
5	3.08	2.58	10	19	60	210	47
6	3.37	2.72	21	50	45	150	16
7	3.53	3.35	2	8	2	1	28
8	3.57	3.28	3	0	1	1	27
9							
10	3.66	3.48	14	29	28	10	25
11							
12							
Total	3.44	3.13	69	123	168	452	215

SIX COLUMN CURRICULUM FORMAT

LEVEL: 8

Concepts	Learning Outcomes	Sample Learning Objectives	Teaching Strategies	Media/Resources	Evaluation Techniques
1.0 Lines	1.1 The learner will know the term line.	1.1.1 Given a discussion and materials, the learner will identify three different lines.			
		1.1.2 The learner will discuss with the class, lines located and identified in the environment.			
	1.2 The learner will demonstrate that lines may be made from a variety of materials.	1.2.1 Given materials, the learner will produce lines.			
2.0 Color	2.1 The learner will know the term color.	2.1.1 Given a discussion and objects of three different hues, the learner will correctly match four objects of the same color.			
	2.2 The learner will discuss color.	2.2.1 Given a discussion on colors related to safety, the learner will discuss and select three colors associated with safety.			
		2.2.2 Given visual materials, the learner will select and discuss five colors in historical artworks.			

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Concepts	Learning Outcomes	Sample Learning Objectives
Prediction of outcomes		13.3 Given a portion of a picture sequence, story, or book, the learner will generate a minimum of one idea about what will happen during or at the end of the selection.
Sensory images		13.4 After viewing a picture or listening to a story, the learner will describe a sensory image through one verbal example or one graphic form.
Critical Level Comprehension	14.0 The learner will form judgments about the content of the reading selection.	
Reality vs. fantasy		14.1 After reading material, the learner will describe a minimum of two characteristics about selected characters which indicate whether each character is real or imaginary.
		14.2 After reading material, the learner will judge whether specified events are real or imaginary by giving at least one reason for his/her choice.
STUDY SKILLS		
Location of Information	15.0 The learner will utilize book parts in order to locate information on a given topic.	

TEACHING PLAN

INSTRUCTIONAL NOTES: First grade reading group, 4 students

DATE: August 1, 1983

LEARNING OUTCOME: (13.0) The learner will use interpretative level comprehension skills to generate ideas and/or hypotheses about the content.

LEARNING OBJECTIVES: Given a reading selection, the learner will:

- (13.1) CAUSE & EFFECT--generate at least one idea for resultant/actions & events
- (13.2) CHARACTERIZATION (FEELINGS)--generate at least one idea about character feelings.
- (13.3) PREDICTION OF OUTCOMES--generate a minimum of one idea about what will happen during or at the end of the selection.

INSTRUCTIONAL STRATEGIES:

1. CONTEXT SETTING--recall to mind previous lesson's activities and review vocabulary words from story.
2. READ STORY ALOUD TO GROUP--
   a. Ask inference-level questions at key points in story.
   b. Have students practice/read songs aloud at appropriate places in story.
   c. Summarize story, students' reactions.
3. DISCUSS PLANS FOR NEXT DAY'S ACTIVITIES

RESOURCES & MATERIALS: Strega Nona by Tomie de Paola (an Italian folktale), 2 story charts (songs from story), chalkboard with words discussed in previous lesson

EVALUATION TECHNIQUES: informal--students' ability to understand story by responding to questions and making appropriate comments about the story.

NOTES

SECONDARY LEARNING OUTCOMES:

17.0 reading affectivity
14.0 critical level comprehension (reality vs. fantasy)
7.0 context clues

REMINDER:

Concentrate on:

1. context-setting (mind-set)
2. inferential questions
3. feedback--guiding/probing acknowledging, supporting
4. involving all students

PREVIOUS LESSON:
Vocabulary development
(7.0 - CONTEXT CLUES)
Context-setting (Italy, folktales)

NEXT LESSON:
Word recognition
6.0 - SIGHT WORDS
Structural analysis
9.10, 9.11, 9.12 - WORD FAMILIES

AA/12

LEARNING OUTCOMES
AND
SPECIAL EDUCATION PROGRAM DEVELOPMENT

Office of Educational Program Development

Level	Learning Outcomes	Learning Objective	Teaching Strategies	Media Resources	Evaluation Techniques	Exceptionality Learner Characteristics	Modification Adaptation Strategy	Teaching Strategies	Media Resources	Evaluation Techniques	Comments
EARLY CHILDHOOD											
MIDDLE CHILDHOOD											
ADOLESCENT											

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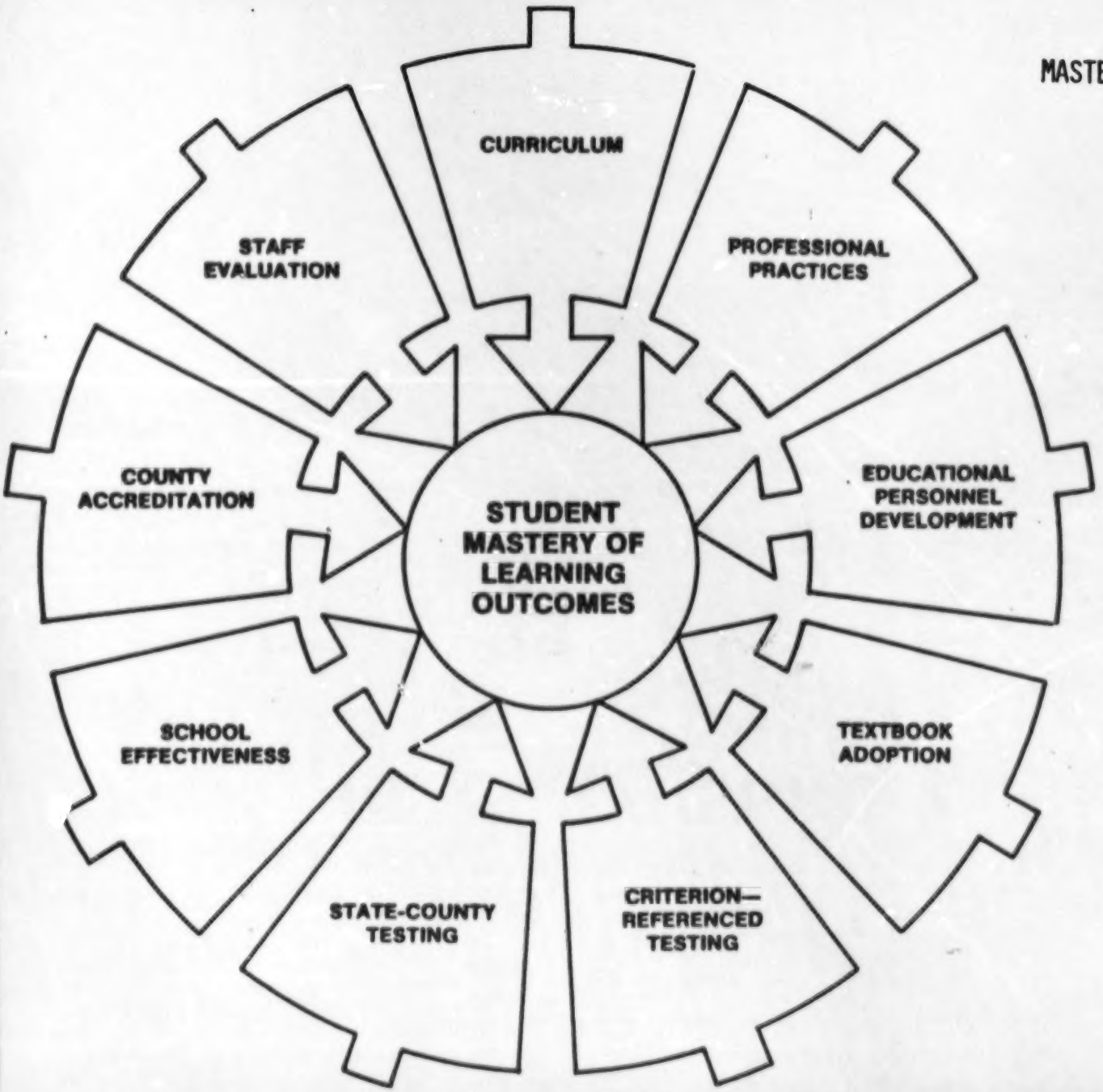
MASTER PLAN


CURRICULUM
PROFESSIONAL PRACTICES
EDUCATIONAL PERSONNEL DEVELOPMENT
TEXTBOOK ADOPTION
CRITERION—REFERENCED TESTING
STATE-COUNTY TESTING
SCHOOL EFFECTIVENESS
COUNTY ACCREDITATION
STAFF EVALUATION
STUDENT MASTERY OF LEARNING OUTCOMES

DRIVE-IN SEMINAR FOR PRINCIPALS

LEARNING OUTCOMES: IMPLICATIONS AND IMPLEMENTATION

Office of Educational Program Development
Bureau of Learning Systems
West Virginia Department of Education
Charleston, West Virginia

RESA VII
North Central Regional Education Service
Agency VII
Fairmont, West Virginia

DRIVE-IN SEMINAR FOR PRINCIPALS
LEARNING OUTCOMES: IMPLICATIONS AND IMPLEMENTATION

October 15, 1984
Holiday Inn
Bridgeport, West Virginia

Prepared By:

Office of Educational Program Development
Bureau of Learning Systems
West Virginia Department of Education
Charleston, West Virginia

RESA VII
North Central Regional Education Service
Agency VII
Fairmont, West Virginia

SEMINAR OBJECTIVES

Provide session participants:

1.0 historical and journalistic perspectives regarding the development and implications of learning outcomes,

2.0 information, definitions and sample involvement activities regarding learning outcomes and implications,

3.0 opportunities to experience sample/example verification process,

4.0 opportunities to interact with workshop presenters regarding issues, implications and solutions,

5.0 opportunities to receive local education agency implementation information, materials and examples.

DRIVE-IN SEMINAR FOR PRINCIPALS

LEARNING OUTCOMES: IMPLICATIONS AND IMPLEMENTTION

October 15, 1984
Holiday Inn
Bridgeport, West Virginia

AGENDA

MONDAY, OCTOBER 15, 1984

9:00 a.m.	Registration	RESA VII
9:30 a.m.	Welcome/Introduction	Joe Paull
9:40 a.m.	Workshop Overview . . . . . o Objectives o Agenda	Joseph C. Basile, II
9:50 a.m.	Historical & Journalistic Perspective. . o The Beginning:-Pre-1975 o The Late 70's o The Master Plan o Today o Definitions and Policies	Joseph C. Basile, II
10:30 a.m.	Interaction and Reaction	Seminar Participants Seminar Presenters
10:45 a.m.	Learning Outcomes Verification . . . . . o Administrator Verification o Learning Outcomes Verification: Group I o Learning Outcomes Verification: Group II	Richard W. Layman
11:45 a.m.	Interaction and Reaction	Seminar Participants Seminar Presenters
12:00 Noon	LUNCH	
1:00 p.m.	Learning Outcomes, Objectives and Alignment . . . . . o Large Group o Small Group	Joseph C. Basile, II Richard W. Layman Ernestine Capehart Lloyd Culberson Judy Pierce
1:45 p.m.	Interaction and Reaction	Seminar Participants Seminar Presenters

MONDAY, OCTOBER 15, 1984

2:00 p.m.	Implementing Learning Outcomes	Ernestine Capehart Gerald Perry Lloyd Culberson Judy Pierce
2:45 p.m.	Interaction and Reaction	Seminar Participants Seminar Presenters
3:00 p.m.	Summary of Day's Activities Feedback Form	Joseph C. Basile, II Joe Paull
3:30 p.m.	Adjourn	

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT, VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

NINTH ANNUAL NCSIE NATIONAL CONFERENCE

SESSION FEEDBACK FORM

DIRECTIONS: Please complete this form and return to the session presenter(s). Thank you.

1. Name one or more strengths of this session.

2. List suggestions for improvement or revision of the content of this session.

3. What do you think about the organization and format of the materials of this session?

4. What do you think about the objectives of this session?

5. Please circle or otherwise mark the face corresponding to your overall feeling about this session.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this session.

X1/4

QUALITY AND EXCELLENCE IN EDUCATION: DEVELOPMENT,

VERIFICATION AND IMPLEMENTATION OF A STATEWIDE CURRICULUM

NINTH ANNUAL NCSIE NATIONAL CONFERENCE

MATERIALS REQUEST FORM

DIRECTIONS: If you desire additional information related to this presentation please complete the following form by checking the appropriate boxes and please print your address. Thank you.

- ☐ Policy Package (2100, 2422.01, 2510, 2320, 2321)
- ☐ Approved Programs of Study (2520 and 2530)
- ☐ Sample Lesson Plans
- ☐ Textbook Adoption Criteria: Generic
- ☐ Textbook Adoption Criteria: Specific (Art, Music, Social Studies)

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